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Hints for Teachers

Edited by B. L. Ullman, University of Iowa

[The aim of this department is to furnish high-school teachers of Latin with material which will be of direct and immediate help to them in the classroom. Experience will determine what the features of the new department should be. Suggestions are welcomed.]

Teachers are requested to send questions about their teaching problems to B. L. Ullman, Iowa City, Iowa. Replies to such questions as appear to be of general interest will be published in this department. Others will, as far as possible, be answered by mail. Teachers are also asked to send to the same address short paragraphs dealing with teaching devices, methods, and materials which they have found helpful. These will be published with due credit if they seem useful to others.]

Latin for English

Many English words preserve their original Latin form. This is an interesting and useful fact for the teaching of Latin. Use of these words will help the pupils in learning their Latin forms and in correcting their English. Examples may be found of the nominative singular and plural of all the declensions, and of many oblique cases. A number of verb forms are also available. All these should be studied as the various Latin forms are taken up. For example, when Latin nouns of the second declension are dealt with, English words like "alumnus," plural "alumni," should be utilized to illustrate the Latin, and at the same time the correct use of the English word should be driven home. Partial lists of such words may be found in an article by Mason D. Gray on "The Socialization of the Classics" in the *Classical Weekly*, X, 73 ff., and one by Emory B. Lease on "English Words in High-School Latin" in the *Classical Weekly*, X, 152. These may be supplemented by the teacher and pupils. Care should be taken not to jump at conclusions, e.g., in classifying fourth-declension nouns as second declension. Identity of spelling does not prove that an English word preserves a Latin form: "confer" is not the Latin imperative. Strictly speaking, words like "color" do not preserve the Latin nominative, but for practical purposes there is no objection to including them.

Parallels

One of President Harding's first acts after his inauguration was to give instructions that the White House gates, which had been closed since the beginning of the war, be opened. This reminds us of the opposite practice of the Romans in closing the doors of the temple of Janus in time of peace and opening them in time of war.

A recent writer on Panama states that its government is entirely in the hands of the aristocracy, consisting of the small number of pure-blood Spaniards. No one else has the slightest chance to obtain an office. The

desire for power and graft is strong. This reminds one of conditions in Rome: the government was in the hands of the nobles, a small group of office-holding families, and a *novus homo* like Marius or Cicero had little chance of success. The grafting of provincial governors like Verres was notorious.

Latin Menus

At the Third Annual Conference of the Latin Teachers of Iowa the menus for the dinner were printed in Latin. Many teachers took them home and showed them to their pupils. They report so much interest on the part of the pupils that I reproduce the menu below. There may be here a suggestion of what might be done at Latin parties, etc. In preparing the menu, helpful suggestions and precedents were found in two menus printed in the *Classical Weekly*, V (1911), 15, 159. A Roman *triclinium* is described in the *Classical Journal*, VI, 260-61.

TERTIUM CONCILIUM ANNUUM MAGISTRORUM LINGUAE LATINAE

Cena in Hospitio Burkleyano Imperiali Habita
Iowae in Urbe Die Veneris a. d. IIII Non. Mart.
Anno Domini MDCCCXXI

ORDO FERCULORUM

Ius asparagi cum cremore lactis	
Olivae	Heleoselinum
Assa gallina farsa	
Solana tuberosa (vulgo poma terrae) contusa	
Pisa parvula	
Collyrides more hospiti Parkeriani factae	
Lactuca capitata condita more Mille Insularum	
Cremor lactis glacie concretus cum suco fragorum recentium	
(vulgo Solis-dies)	
Libum cum nucibus iuglandibus	
Liquor ex Java importatus	

"Neque enim ipsorum conviviorum delectationem voluptatibus corporis magis quam coetu amicorum et sermonibus metiebar."

—Cicero *de Sen.*

Itaque cenam vario sermone paulisper producemus, et magister edendi (neque enim iam magistri bibendi sunt) quosdam ut verba faciant rogabit.

Latin Games

I recently tried a mythology game on college students, some of whom had had very little Latin, with good results. It seems to me that this game, or variations of it, could be used in high-school classes, especially the more advanced. It is called "A Mythical Baseball Game." Each of the players received a mimeographed account of a ball game, with blanks to be filled in with the names of characters from mythology. A copy will be sent by the editor of this department on receipt of a stamped and addressed envelope.

Miss Harriet Echternach, of the Sterling Township High School, writes as follows:

I have found that games have a distinctly educational value in my first-year Latin classes. One which I find the pupils especially enjoy is called "Country School." There must be an equal number in each row of seats, also a blackboard in front of the class. The one seated in the front seat of each row is given a piece of chalk. At the word "Go" the first scholar of each row goes to the board, writes a number in Latin, goes back to his seat, and gives the chalk to the next one. This process continues until the last one is reached. He must write his number, draw a line and add the column. No two numbers in one row must be alike. The sentence game and also synopses of verbs may be played in a similar way. At the time we take up the cardinals and ordinals, my pupils especially enjoy an arithmetic lesson in Latin, in which I give problems in addition, multiplication, etc. In this way I test both their knowledge of the Latin forms and speed in securing answers.

Latin Plays

I am indebted to Professor Sidney N. Deane, of Smith College, for a clipping from the *New York Times* of March 13 describing under the caption "Making Latin Alive" the method of teaching used in the Lawrence Smith School, New York. The method emphasizes oral work in Latin: question and answer, story-telling, and dramatization. One of the teachers, P. J. Downing, wrote three little plays which were presented with great success. One deals with Hercules, one with Caesar. The latter reveals Roman school-boys arguing about Caesar's Gallic campaigns until one of Caesar's veterans comes in and gives them the facts.

Latin Composition

The suggestion has been made that a discussion on methods of simplifying the teaching of Latin composition in high-school courses be conducted in this department. Contributions are invited.

Co-operation with Parents

Miss Susan Paxson, of the Central High School, Omaha, has worked out an excellent method of co-operation with the parents of her pupils. She sends a letter to each, in which she begins with a quotation to show the value and yet the difficulty of Latin. She then makes various suggestions regarding the home study of the pupils. Her final suggestion is that "parents read and discuss with their children articles on the value of Latin" which may be borrowed from the school.

Questions and Answers

Where could I get a list of essential constructions that should be taught in each year?

A list is suggested in Byrne's *Syntax of High-School Latin*, University of Chicago Press. The list must be used with some caution, however. Constructions are also suggested in the *New York Syllabus* (see the December "Hints").

Where can I find pictures and descriptions which my Caesar classes can use in constructing Roman engines of war, houses, bridges, etc.?

See Judson's *Caesar's Army*, Ginn & Co., and the various editions of Caesar; for houses see Johnston's *Private Life of the Romans*, Scott, Foresman & Co.